DOCUMENT RESUME

ED 383 703 SP 036 058

AUTHOR Drummond, Robert J.; Drummond, Heather A.
TITLE Evaluation of Interns and Internship by Spring 1994 Directing Teachers.
PUB DATE [95]
NOTE 26p.; For a related evaluation, see SP 036 059-060.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Cooperating Teachers; Elementary Secondary Education; *Feedback; Higher Education; Internship Programs; *Preservice Teacher Education; *Program Evaluation; Student Teachers; Student Teaching; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS *University of North Florida

ABSTRACT

The 56 directing teachers for the teacher training program, spring 1994 session, at the University of North Florida provided feedback on this preservice preparation program through a survey. The four-part questionnaire required them to evaluate the program, internship procedures, and materials, and their supervisory competencies through Likert-type scales and open-ended questions. Most, though they had not taken any formal training in supervision, had previously supervised an intern and had more than 3 years of teaching experience. The results of the evaluation were very positive. About 90 percent of the directing teachers agreed that the interns had a good background in methods and used correct grammar. Slightly less (88 percent) felt that the interns had a good background in the content they taught. All agreed that it was personally rewarding to be a directing teacher and all but one felt that through the experience they would become better teachers themselves. Some participants had suggestions for improving the program including giving pre-interns and interns more than one placement with emphasis on direct experiences rather than observation; giving students more experience with diverse groups, and having a multicultural component in the program. An appendix presents numerical data from the study and responses to the open-ended questions. The survey questions are included. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 383 703

Evaluation of Interns and Internship
by SPRING 1994 Directing Teachers

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

R J Drummond

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC).

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Robert J. Drummond
Professor of Education
University of North Florida
Heather A. Drummond
Research Assistant, JUEP

SP036058

BEST COPY AVAILABLE

ABSTRACT

The Spring 1994 directing teachers were asked for feedback of the preservice preparation program. They completed a four part questionnaire that required them to evaluate the program, internship procedures and materials, and their supervisory competencies both through a Likert types of scale and open-ended questions.

The majority of directing teachers had not completed FPMS or CET training or taken a course in clinical supervision. Most, however, had supervised an intern previously and had more than three years of teaching experience.

They evaluated the program positively and found the experience to be personally rewarding. Directing teachers provided suggestions for program improvement and refinement. One of the major suggestions was to make sure interns had more diverse experiences and multicultural training.

Table of Contents

Introduction.....1
Profile of Spring 1994 Directing Teachers.....2
Attitude Toward UNF Teacher Education Program.....2
Evaluation of UNF Interns.....2
Evaluation of Experience.....2
Evaluation of Program Components.....2
Evaluation of College Supervisor.....3
Additional Professional Development.....3
General Evaluation.....3
Clinical Supervision Competencies.....4
Areas Needing to be Expanded.....4-6
Longer Exposure.....4
Post Exposure-Internship.....4
Preinternship.....5
Needed Competencies.....5
Good As Is/Pleased.....5
Communication.....6
Areas Needing Improvement.....6
None / Good as Is.....6- 7
Communication.....7
Procedures.....7
Directing Teacher Requirement.....7
Aspects that should be Discontinued.....7
Recommendation for Improvement.....8
Additional Training Needed.....8- 9
Summary of Conclusions.....8- 9
Recommendations.....9-10
Appendix A.....10-13
Demographic and Attitudes Data
Appendix B Supervisory Competencies.....13-15
Appendix C Open-ended Questions.....15-22
Aspects that should be Expanded.....15-16
Aspects that Need to be Improved.....16-18
Aspects that Need to be Discontinued.....18
Suggestions for Improving Orientation, Module, Handbook.....18-21

INTRODUCTION

As part of the continuous evaluation of the teacher training program at the University of North Florida, the directing teachers are asked for feedback on the preservice preparation program of which they are a vital part. The directing teachers are requested to complete a short questionnaire at the end of the semester they had an intern. They are queried about the usefulness and clarity of the course module, evaluation instruments, Directing Teacher's Handbook, and the orientation session held for them at the beginning of the semester. Besides these areas, they are asked for their evaluation of the performance of the intern and their attitude toward being a directing teacher.

The Directing Teacher questionnaire consists of four parts. Part I looks at the demographic characteristics of the directing teachers, such as the number of years they have been a teacher, whether they have had training in the Florida Performance Measurement System (FPMS), Clinical Educator Training (CET), or had a course in Clinical supervision. They also check how many interns they have supervised prior to this semester and the grade level at which they teach.

Part II focuses on the attitude of the directing teacher toward their responsibilities in the program, and their evaluation of the program and its participants, the interns. There are 27 Likert type attitude items included in this section.

Part III asks the directing teachers to rate their competencies in clinical supervision. There are 12 items dealing with different dimensions of clinical supervision. Respondents are asked to rate their competency on each on a five point scale ranging from Low to High.

In Part IV, the directing teachers are asked to provide suggestions to improve the internship program. They are asked what aspects of the internship should be expanded, what aspects should be improved, what aspects should be discontinued, their recommendations for improving the module, evaluation instruments, Directing Teacher's Handbook, and the orientation session for directing teachers.

PROFILE OF SPRING 1994 DIRECTING TEACHERS

The modal directing teacher during the spring of 1994 had been a teacher for over 15 years and taught at the K to 3 or 9-12 level. The directing teacher tended not to have been a certified observer in the Florida Performance Measurement system, and had not taken a course in clinical supervision. (Twenty-nine reported that they were a certified observer in the Florida Performance Measurement system. Twenty-two percent had taken a course in clinical supervision.) The major of their intern was in elementary education (57.9%). (Second was secondary education with 36.8%). The typical directing teacher had supervised one intern prior to the fall 1994 semester. (Forty-seven percent had their first intern. Thirty percent had supervised two or more.)

ATTITUDE TOWARD THE UNF TEACHER EDUCATION PROGRAM

Evaluation of UNF Interns

There were six items dealing with the directing teachers evaluation of UNF interns.

*98% agreed that the interns had met the objectives identified in the orientation session
*90% agreed that the interns used grammatically correct English and were good role models for their students
*90% agreed that UNF students had mastered the basic skills necessary for teaching
*91% agreed that the interns had a good background in methodology
*88% agreed that the UNF interns have a good background in the content they teach
*91% agreed that the UNF interns were able to identify and correct their weak areas

Evaluation of the Experience by the Directing Teacher

There were two items that called for the directing teachers to evaluate the effects of their role in supervising the interns.

*100% agreed that it was a personally rewarding experience to be a directing teacher
*95% agreed that from the experience in supervising interns they will become better teachers themselves

Evaluation of Program Components

There were 11 items focused on having the directing teachers evaluate the different components of the program

*98% checked that they were able to record reliable and valid observations of the interns' performance
*96% reported that the evaluation instruments were easy to use
*87% agreed that the module was helpful to them in their role as directing teachers
*61% agreed that clustering should be continued and expanded

*95% found the Directing Teacher's Handbook helpful
*95% agreed that the evaluation instruments developed by the college measured important dimensions of the intern
*95% reported that they could objectively observe and record the behavior of interns using the instruments
*67% disagreed that too many topics were covered in the orientation session
*56% agreed that clustering led to better supervision
*46% reported more interaction with college supervisors as a result of clustering
* 5% agreed that the evaluation instruments needed to be revised, 68% disagreed

Evaluation of College Supervision

There were three items that focused on the directing teachers' evaluation of college supervisors.

*76% agreed that they learned things that were helpful to their teaching and supervision through their interaction with the college supervisor
*89% agreed that they gained information from college supervisors that helped them in supervising their intern
*74% disagreed with the statement that they supervision of interns by UNF college supervisors needs to be improved

Additional Professional Development

There were four items that queried the directing teachers' attitude toward additional professional development.

*52% checked that the COEHS should hold workshops in clinical supervision for supervising teachers
*25% reported that they would like to have more training in understanding the generic competencies identified by the state
*33% agreed that they would like to attend training sessions on dimensions of clinical supervision during the semester they are working with interns
*22% agreed that more time during the semester should be allowed for directing teachers.

General Evaluation

There was one item to investigate directing teachers' attitude toward the Beginning Teacher Program

*81% agreed that the Beginning Teacher Program was necessary to improve the quality of teaching in Florida.

(For a frequency distribution of the responses to the directing teachers to all 27 attitude items see Appendix A.)

CLINICAL SUPERVISION COMPETENCIES

There were 12 items that required the directing teachers to rate the degree of competency they felt they had in dimensions of clinical supervision on a five point scale with (1) representing Low and (5) signifying High.

The highest mean score (4.75) was, "Using the results from data analysis to identify teaching behaviors that are positive and which should be maintained." Seventy-seven percent of the teachers rated themselves a "5" on this item. The second highest mean score (4.65) was on item 12, "Providing direct assistance for the intern by demonstrating, shared planning/teaching and other inservice training." Seventy-two percent of the group checked "5" on this item. The third highest mean (4.64) was, "Using the results from data analysis to identify alternative strategies which the intern should consider and/or try. (Sixty-eight percent circled a "5" on this item.)

The lowest competency was item (4.04), "Selecting, constructing, or adapting an instrument for systematically recording the occurrence of teaching/learning behaviors related to an area of concern." (Only 33% of the group rated themselves "5" on this item.) The second lowest item was, "Utilizing an instrument to make observations in classroom setting." The mean was 4.07 and 41% checked a "5". The third lowest item was competency 4 with a mean of 4.09, "Behaviorally defining the teacher or student behavior that is to serve as the focus for a particular observation." (Only 38% of the group rated themselves "5" on this item.)

The distribution of the responses of the directing teachers to the 12 supervisory competencies is reported in Appendix B.

OPEN ENDED QUESTIONS

OPEN ENDED QUESTIONS

The first question was, "What aspects of the internship program should be expanded?" Twenty- four of the directing teachers provided comments. Themes will be identified and examples given. Verbatim comments can be found in Appendix C.

Longer Exposure

"Interns need longer to practice/perfect skills."
"Length - should intern for 2 semesters at different levels."

Post exposure-internship

"More observation time needed to visit other schools after internship."

Pre-internship

"The pre-interns should be allowed to teach more in their assignments prior to their actual internships."
"More exposure at an earlier time frame to actual classroom observations and involvement."

Needed Competencies

"There needs to be a course to help the intern handle discipline problems at the secondary level.
"With the diversity of student background becoming more diverse each year - student teachers should have more multicultural training!"

Program Ok As Is

"Well pleased with the entire program."
"I feel that the program is thorough."

Communication

"More conference time with supervising teacher after observations."
"We need more planning time for more effective communication and working relationships."

Twenty-nine teachers provided comments to the question, "What aspects of the internship program should be improved?"

Good As Is/Pleased

"I felt that my intern was well prepared."
"The internship program seems to be very good at this time."

Communication

"More round table discussion between the intern, directing teacher, and college supervisor."
"Improved scheduling and communication between supervising professor, intern, and directing teacher. Flexibility required due to school schedules, interruptions."

Program Requirements

"The formal lesson plans should be drastically cut, I realize they need to be able to write lesson plans, but once they fully start teaching, that is an unrealistic way of writing lesson plans. They are also too busy with all of the teacher - related tasks to be asked to write out so many lessons."

"Interns need to be more familiar with the content to be taught."

Grammar

"Perhaps the interns can take a grammar/reading test to make sure that they can communicate."

Pre-internship experience

"Providing a chance for those in education to so some interning before taking all the course work only to find they aren't suited to teach."

Sequence/Requirements

"The intern should be left alone more w/students without directing teacher."
"It would be good if interns could experience the beginning of a school year. How to set up a classroom, plan book, gradebook, registration, etc."

Directing Teacher Requirements

"Directing teacher should be required to attend inservice workshops in preparing them in training teachers."

The third question was, "What, if any, of the UNF internship program should be discontinued?" Some comments follow.

Orientation Session

"Orientation - do away with general orientation for directing teacher and spend time with the 3 people directly involved to discuss the program."

Seminars for Interns

"The half-day seminars should be held before the intern assumes full teaching responsibilities. Any meetings after that should be after school meetings."

Paperwork/Lesson plans

"Interns appear to have a lot of paperwork to complete."
"Unless an intern is having difficulty writing lesson plans, I don't think they should have to write the expanded lesson plans you require after the first full week of teaching."

Pre-internship

"Too much pre-internship where they only observe and have no chance to try to teach."

None/Ok

"I think that interns from UNF are receiving very good training and no aspects should be discontinued."

Recommendations for improvement were given in four areas: the module, the evaluation instruments, Directing Teacher's Handbook, and Orientation.

Module

"Excellent"
"Make it simpler."

Evaluation Instruments

"Less record of how hours broken down, as long as they are in the classroom, their hours are met."
"I wasn't exactly sure which instrument to use."

Directing Teacher's Handbook

"These are too large as a teacher has too much to read as it is."
"Well organized."

Orientation

"A general orientation is necessary, but I would prefer that time to be spent directly with supervising professor and directing teacher to review expectations."
"Not really needed - Handbook is sufficient."

The fifth question was, "What additional training do you think directing teachers need prior to supervising as intern?" Eighteen responded.

Orientation

"For non-veteran DT's a basic orientation."

Training Adequate

"Training was adequate."

General

"Some supervisory training."

Other

"They need training on how to cope with special programs such as drop-out prevention."

Specific

"More training in specific domains of expectancy that interns receive in their seminars."

None

"None, any questions were answered by the intern or the college supervisor."
"I do not feel that more training is necessary. An experienced teacher who is aware of the current evaluation criteria for new teachers should not have difficulty supervising an intern."

A question was asked about the unexpected results of the experience.

No Unexpected Results

"No, I was very pleased with my experiences with my intern and UNF internship program."
"It went more smoothly than I thought."

Positive Experiences

"Great experience for me."
"I have had unusually positive experience."

Learned from Experience

"My intern has helped me 'remember' some things I'd forgotten about how to use my classroom computers. She also taught me some new things."
"This program made me evaluate my teaching techniques and programs."

Other

"Yes a semester of free courses - thanks!"

SUMMARY AND CONCLUSIONS

The majority of directing teachers responding to the survey did not have FPMS or CET training and had not taken a course in clinical supervision. About half were supervising their first intern . All had three or more years of teaching experience. Their evaluation of the UNF interns was very positive. About 90% of the directing teachers agreed that the interns had a good background in methods and used grammatically correct grammar. Slightly less (88%) felt that the interns had a good background in the content they taught.

All directing teachers agreed that it was personally rewarding to be a directing teacher and all but one felt that through the experience they will become better teachers themselves.

Not all teachers were in schools where clustering was implemented, so the items on the topic do not show a high consensus for clustering. Overall, college supervisors were viewed as helpful to the directing teachers in supervising interns and providing information and help. Three-fourths of the teachers disagreed with the statement that college supervisors need to improve.

The directing teachers varied in experience and training so their needs for professional development activities also varied. Although they would like to participate in some phase of clinical training, they saw time and scheduling as problem areas.

They report that they have high competency in providing direct assistance to interns but were less competent in selecting, constructing, or adapting instruments for systematic recording of teaching/learning behaviors. related to an area of concern.

They had positive evaluations of the program but had some suggestions for improving it. Some teachers felt the program should include more pre and post internship experiences and that all spring interns should begin their internship after the Christmas holidays. The directing teachers wanted to know more about the procedures of what to do if the intern was not doing well or needed a longer time to develop his/her skills. They also felt that the intern should be in the schools longer and have more than one placement.

RECOMMENDATIONS

The following recommendations are based on the feedback from the directing teachers during the Spring 1994 semester.

1. Consider strategies to provide preinterns and interns with more than one placement with emphasis on direct experiences rather than observation.

2. Students should have more experience with diverse groups and have a multicultural component to their program.

3. Assess the professional development needs of the directing teachers and develop a number of brief workshops at different locations for them.

4. Develop self-instructional modules to assist directing teachers to understand and use different types of evaluation instruments to assess teaching/learning.

5. Utilize several focus groups of directing teachers each semester to help supplement the written and formal evaluation conducted by surveys.

6. Have more attention placed on self-evaluation in preinternship, core courses, and and the internship.

7. Work towards an improved system of communication with the directing teachers.

APPENDIX A

DEMOGRAPHIC AND ATTITUDE DATA FROM DIRECTING TEACHERS

How many years have you been a teacher?

0- 2	0	0.0%
3- 5	4	7.0%
6-10	7	12.3%
11-15	13	22.8%
Over 15	33	57.9%

Are you a certified observer in the Florida Performance Measurement System?

Yes	14	25.0%
No	42	75.0%

Have you taken a clinical supervision course such as EDG6390?

Yes	12	21.8%
No	43	78.2%

Which grade level do you teach?

K- 3	24	42.9%
4- 5	9	16.1%
6- 8	4	7.1%
7- 9	5	8.9%
9-12	14	25.0%

College major of your intern.

Elementary Education	33	57.9%
Special Education	0-	0.0%

Secondary Education	21	36.8%
Physical Education	3	5.3%
Art/Music Education	0	0.0%

How many interns have you supervised prior to this semester?

0	27	47.4%
1	13	22.8%
2	8	14.0%
3	5	8.8%
4 or More	4	7.0%

II. Attitudes toward the UNF Teacher Education Program

	SD	D	U	A	SA
The College of Education and Human Services should hold workshops in clinical supervision for supervising teachers.	3 5.4	17 30.4	7 12.5	21 37.5	8 14.3%
The objectives that were identified in the orientation session were met by the intern.	0 0.0	0 0.0	1 1.8	22 40.0	32 58.2%
I would like to attend training sessions on dimensions of supervision during the semester.	9 15.6	19 33.3	10 17.5	15 26.3	4 7.0%
I felt that I gained information from the college supervisor during the semester which helped me in supervising my intern.	1 1.8	2 3.5	3 5.3	32 56.1	19 33.3%
Too many topics were covered in the orientation session.	3 5.6	33 61.1	16 29.6	1 1.9	1 1.9%
More time during the semester should be allowed for directing teacher training.	7 12.5	23 41.1	8 14.3	15 26.8	3 5.4
I would like to have more training in understanding the generic teaching	7 12.3	28 49.1	8 14.0	10 17.5	4 7.0%

competencies identified by the state.					
The module was helpful to me in my role as a directing teacher.	0 0.0	0 0.0	7 12.7	40 72.7	8 14.5%
The Directing Teacher Handbook was helpful to me in my role as a directing teacher.	0 0.0	1 1.8	2 3.5	38 66.7	16 28.1%
The evaluation instruments developed by the college measured important dimensions of the internship.	0 0.0	0 0.0	3 5.3	41 71.9	13 22.8%
I was able to record reliable and valid observations of the intern's performance.	0 0.0	0 0.0	1 1.8	37 64.9	19 33.3%
The evaluation instruments were easy to use.	0 0.0	2 3.5	0 0.0	37 64.9	18 31.6%
I could objectively observe and record the behavior of the intern, using the instruments.	0 0.0	0 0.0	3 5.4	35 62.5	18 32.1
The evaluation instruments need to be revised.	8 14.0	37 64.9	9 15.8	3 5.3	0 0.0%
UNF interns have a good background in the content they teach.	1 1.8	2 3.5	4 7.0	27 47.4	23 40.4%
UNF interns have a good background in the methodology of teaching.	0 0.0	0 0.0	5 8.8	32 56.1	20 35.1%
UNF interns use grammatically correct English and are good role models for their students.	1 1.8	3 5.3	2 3.5	28 49.1	23 40.4%
UNF interns are able to identify and correct their weak areas.	0 0.0	2 3.5	3 5.3	31 54.4	21 36.8%
Through this experience in supervising interns, I will become a better teacher myself.	0 0.0	1 1.8	2 3.5	27 47.4	27 47.4%

It is personally rewarding to be to be involved in supervising interns.	0 0.0	0 0.0	0 0.0	22 38.6	35 61.4%
UNF interns have a mastery of the generic skills necessary for teaching.	0 0.0	2 3.6	3 5.4	30 53.6	21 37.5%
The Beginning Teacher Program is necessary to improve the quality of new teachers in Florida.	2 3.5	2 3.5	7 12.3	20 35.1	26 45.6%
I learned things that were helpful to my teaching and supervision through my interactions with the college supervisor.	1 1.8	4 7.0	9 15.8	27 47.4	16 28.1%
The supervision of interns by UNF College Supervisors needs to be improved.	8 14.0	24 59.6	8 14.0	6 10.5	1 1.8%
Clustering of student teachers has led to better supervision by the college.	0 0.0	2 3.5	23 40.4	20 35.1	12 21.1%
I had more interaction with college supervisors as a result of the clustering.	1 1.8	4 7.0	26 45.6	18 31.6	8 14.0%
The clustering approach should be continued and expanded.	0 0.0	2 3.5	20 35.1	26 45.6	9 15.8%

APPENDIX B

Part III Supervisory Competencies of Directing Teachers

	Low				High
	1	2	3	4	5

Establishing a responsive climate with the intern by utilizing communication skills such as active listening, use of clarifying questions, and accepting and using ideas of others.	1 1.8	0 0.0	2 3.5	14 24.6	40 70.2%
Dealing with the feelings and attitudes of the intern by using effective praise, avoid giving direct advise, and accepting and exploring the intern's readiness for change.	0 0.0	0 0.0	10 17.5	16 28.1	31 54.4%
Selecting, constructing, or adapting an instrument for systematically recording the occurrence of teaching/ learning behaviors related to an area of concern.	3 5.3	0 0.0	12 21.1	19 33.3	23 40.4%
Behaviorally defining the teacher or student behavior that is to serve as the focus for a particular observation.	1 1.8	0 0.0	10 18.2	26 47.3	18 32.7%
Utilizing an instrument to make observations in a classroom setting.	1 1.8	2 3.5	12 21.1	19 33.3	23 40.4%
Analyzing the data collected during an observation by making summary statements, identifying patterns of behavior, and recognizing critical incidents.	1 1.8	1 1.8	8 14.5	22 40.0	23 41.8%
Using the results of this data analysis to identify teaching behaviors that are positive and which should be maintained.	0 0.0	0 0.0	1 1.8	12 21.1	44 77.2%
Identifying teaching behaviors that are ineffective and which should be changed.	0 0.0	1 1.8	5 8.8	15 26.3	36 63.2%
Identifying alternative strategies which the intern should consider or try.	0 0.0	0 0.0	2 3.6	16 28.6	38 67.9%
Guiding the intern in the analysis of	0	1	4	21	30

your observation data and the reconstruction of the teaching/learning act.	0.0	1.8	7.1	37.5	53.6%
Identifying appropriate intermediate and long-term goals within the present capabilities of the intern.	0 0.0	1 1.8	5 8.9	18 32.1	32 57.1
Providing direct assistance for the intern by demonstrating, shared planning/teaching, and other inservice training.	0 0.0	1 1.8	2 3.5	13 22.8	41 71.9%

APPENDIX C

OPEN ENDED QUESTIONS

WHAT ASPECTS OF THE INTERNSHIP PROGRAM SHOULD BE EXPANDED?

Well pleased with the entire program.

The number of teaching hours should be more than 200.

Length - should intern for 2 semesters at different level - preferably different schools also (inner city, and suburb). For example: Elem. Major 1 semester at Primary level and 1 semester at Intermediate

More conference time with supervising teacher after observations.

More observation time needed to visit other school after internship. The intern would know what to look for .

Longer exposure to realistic classroom with diverse students.

We need more planning time for more effective communication and working relationship.

With the diversity of student backgrounds becoming more diverse each year - student teachers should have more multicultural training!

Contact with the supervisor

If interns are going to be sent to inner-city schools, training should be provided to prepare them.

Suggest, on pre intern levels, more emphasis on classroom management skills

More practical experience in the classroom dealing with individual needs, discipline problems, teaching techniques.

Intern needs to spend time with the administrators responsible for discipline. Intern requires knowledge in Florida State course requirements. Intern need training in classroom management techniques prior to interning.

I feel that UNF prepare both the directing teacher and intern - therefore, I see nothing that needs change.

The internship should be longer - perhaps a month or so - to enable the intern to see the "closing" of school. (A 1st semster intern would be able to see the opening, anyway.) Interns need longer to practice/perfect skills.

There needs to be a course to help the interns handle discipline problems at a secondary level.

During each student junior year needs to have class visitation in district level.

time in classroom teaching

Very good as is.

The pre-interns should be allowed to teach more in their assignments prior to their actual intership.

Expand time in pre-internship and internship to expose interns to programs; committees, and "other" responsibilities required in teaching profession.

I feel the program is thorough.

Students should have more training in assertive discipline.

More exposure, at an earlier time frame, to actual classroom observation and involvement.

2. WHAT ASPECTS OF THE INTERNSHIP SHOULD BE IMPROVED?

More "roundtable" discussion between the intern, directing teacher and the college supervisor.

Presently I don't see any improvements needed.

I think it is good as is.

Unannounced observations by college supervisor

More college/directing teacher communications.

I felt like my intern was very prepared.

The internship program seems to be very good at this time.

Improve scheduling and communication between supervising professor, intern and directing teacher. Flexibility required due to school schedules, interruptions.

The "formal" lesson plans should be drastically cut. I realize they need to be able to write lesson plans, but once they fully start teaching, that is an unrealistic way of writing lesson plans. They are also too busy with all of the teacher - related tasks to be asked to write out so many lessons.

Very pleased with the program as is.

Perhaps the interns can take a grammar/reading test to make sure they can communicate.
Info re: use of tuition waiver; otherwise satisfactory

classroom management

More support from the college supervisor for the intern is needed.

none, the program is adequate

Interns should be trained in true survival techniques in the classroom, such as time management, classroom and schedule interruptions, managing paperwork, dealing with disruptive students and parents.

I would suggest that the students intern after three years of study. Therefore having a year to continue studying. It is only after teaching that the education courses are valuable or meaningful. Also, if an intern exhibits an area of weakness there would be time to remediate these weaknesses.

Maybe they should be required to pass an "English grammar" test! Many interns don't use grammatically correct English Examples: "I seen", "of went" and incorrect subject verb agreement.

It would be good if interns could experience the beginning of a school year. How to set up a class room, plan book, grade book, registration, etc.

None, I was very pleased with the program.

interns need to be more familiar with the content to be taught

Student teachers need concrete examples of discipline strategies and methods. Too much theory!

I thought the program was effective the way it is.

The intern should be left alone more w/students without directing teacher.

Preserve Teacher Professional Development plan should include a place for a positive comment

Interns need to start right after Christmas holiday. The end of the internship is during the CTBS testing. Also, it would be better for the intern to start when the children have just completed a holiday.

Less paperwork!

Intern should meet with teacher who'll serve as her/his directing teacher before first day of internship.

Directing teachers should be required to attend inservice workshops in prepare them on training teachers.

Providing a chance for those in education to do some interning before taking all the course work only to find they aren't suited to teach.

3. WHAT ASPECTS, IF ANY, OF THE UNF INTERNSHIP SHOULD BE DISCONTINUED?
Too much pre-interning where they only observe and have no chance to try to teach themselves.

Unless an intern is having difficulty writing lesson plans, I don't think they should have to write the expanded lesson plans you require after the first full week of teaching. This is time that could be better spent in gathering resources and time spent with students.

Interns appear to have a lot of paperwork to complete.

The half day seminars should be held before the intern assumes full teaching responsibilities. Any meetings after that should be after school meetings.

The university program as a whole are in their beginning phases.

Orientation - do away with general orientation for directing teacher and spend that time with the 3 people directly involved to discuss the programs.

The orientation session - maybe the supervisor should bring the packet to the teacher or mail it. I t was a long drive and lot of time spent considering the lady I was supposed to meet didn't show.

I think that intern from UNF are receiving very good training and no aspects should be discontinued.

4. WHAT ARE YOUR RECOMMENDATIONS FOR IMPROVING THE FOLLOWING?

a. The Module
b. Evaluating Instruments
c. Directing Teacher's Handbook
d. The Orientation Session for the Directing Teachers

b. sometimes vague
c. unorganized

These areas need no changes.

all excellent

I was pleased with all aspects of the program.

b. Less record of hours broken down, as long as they are in the classroom their hours are met.

c. These are too large as a teacher has too much to read as it is.

a. Referred to, but did not use extensively.
b. Appropriate as long a s teachers write detailed comments referring to specific practices of intern.
c. Referred to on several occasions to implement program.
d. A general orientation is necessary, but I would prefer that time be spent directly with supervising professor and directing teacher to review expectations.

b. I wasn't exactly sure which instrument to use - For example, I can't find appendix C, Form B as discussed on pg 38 for directing teachers.
c. More explanation of portfolio requirements

Satisfactory

a. Demonstrate a very effective and positive constructive planning program
b. Very informative.
c. Well organized
d. Need's to be informed early part of the year.

b. Evaluation instruments should parallel the FPMS instruments used during the teacher's first year.
d. not really needed - handbook is sufficient

a. too repetitive

d. Mail teacher a dated car pass, we are providing time and paying for gas.

d. discontinue for veteran directing teachers. It's the same old stuff again and again.

d. Each College supervisor should meet with their directing teachers in a small group.

All of these were very beneficial and do not need improvement.

a. I like the length of time they intern. They get a more realistic view.
c. This has been very helpful.
d. It was hard to go to Jacksonville for the meeting.

d. should be longer

b. Easy to fill out!

a. Make it simpler
c. too lengthy
d. Too many supervising teachers were absent. It would be better to meet in small groups with the supervising teachers.

b. Professional Development Plan not necessary when using 2 way notebook. 2 way note book is more beneficial.
d. should have more than one

d. Should have more time in the orientation session to meet with the college supervisor, or meet on a separate day.

The total packet very helpful and informative

5. WHAT ADDITIONAL TRAINING DO YOU THINK DIRECTING TEACHERS NEED PRIOR TO SUPERVISING AN INTERN?

We need training on how to prepare our students on the transition. We also need training on how give interns constructive criticism.

Require attendance at Orientation meeting. Be sure directing teacher is a good role model.

Possibly learning about the forms that need to be filled out, cum folders and IEP's.

They need some training on how to cope with special programs such as Dropout Prevention.

Some supervisory training.

For non-veteran DT's a basic orientation

Training received was adequate

I do not feel that more training is necessary. An experienced teacher who's aware of the current evaluation criteria for new teachers should not have difficulty supervising an intern.

I'm not sure what would be the best way to go about training the directing teacher. The orientation helped to put me at ease. Maybe a 2 day orientation.

Workshops and etc!

FPMS certified, a clinical supervision course, principal recommendations

No additional training, but I do think additional time spent with all three people involved (directing teacher, supervisor, and intern) to have a long term plan including dates of observations, etc.

At least 5 yrs experience in the classroom

None, any questions were answered by the intern or the college supervisor.

Because I have previously taken a clinical supervision course at UNF and have had training through that and through workshops as a peer teacher I felt comfortable using the FMPS. Those without such training might feel a need for training.

More training in specific domains of expectancy that interns receive in their seminars.

I would like to have received the teacher's handbook at an earlier date

6. WERE THERE ANY UNEXPECTED RESULTS OF YOUR INVOLVEMENT IN THE UNF PROGRAM THIS SEMESTER?

we're fairly early in the program to access all results

No unexpected results - I am very pleased with the intern that I have been working with.

My intern has helped me "remember" some things I'd forgotten about how to use my classroom computers. She has also taught me some new things.

For my first time dealing with an intern from UNF it has been a very positive and rewarding experience. My intern was always prepared and willing to try new things and very open to suggestions. Since I have had no negative experience with this inter I see no need to change anything.

I enjoyed it and so did my kids.

I had a wonderful experience with my intern and with UNF. I don't feel anything needs to be changed.

Surprised to find student so well prepared for teaching.

Unexpected results - with the intern that I had, I really never expected such a high competency level. The result was a greater amount of time to plan and implement projects. The inter was excellent and offered a great opportunity for the children and for me to expand knowledge.

I was able to expand my own teaching knowledge. I had more time to incorporate the computer in my teaching. It has been very rewarding.

We are enriched.

I found that it was an extremely rewarding experience to be involved in. helping prepare the intern to teach. I am impressed that UNF does an excellent job in preparing its interns and its pre-interns. All I have worked with have been competent, enthusiastic, and hard-working.

Great experience for me

Yes a semester free courses - thanks!

No, I was very pleased with my experiences with my intern and UNF's internship program.

Yes, I was unsure about this before she came. But I would gladly accept an UNF intern anytime.

I have had unusually positive experience.

I was happy to learn lot from my intern.

This program made me evaluate my teaching techniques and programs.

Nothing unexpected! I asked for an intern so I could hopefully help a future teacher and to gain some "modern", new approaches to teaching. I learned a great deal!

Gave me a different perspective of my students. Development of a strong friendship with my intern.

It went more smoothly than I thought.